Index
Volume 46, 1996

Author–Title (Articles and Reviews)

Akiyama, M. Michael, June, 217–231
Antonek, Janis L., September, 497–528
Astika, Gusti G., March, 75–99
Avila, Enrique, September, 379–395

Bimodal Speech Perception by Native and Nonnative Speakers of English: Factors Influencing the McGurk Effect (Hardison), March, 3–73

Carrell, Patricia L., March, 75–99
Case Against Grammar Correction in L2 Writing Classes, The (Truscott), June, 327–369

de Bot, Kees, September, 529–555
DeKeyser, Robert M., December, 613–642
Differential Role of Comprehension and Production Practice, The (DeKeyser & Sokalski), December, 613–642
Donato, Richard, September, 497–528

Effect of Language Background on "Foreign" Language Test Performance, The: The Case of Chinese, Italian, and Modern Greek (Elder), June, 233–282
Effects of Story Reading on Language (Vivas), June, 189–216
Elder, Catherine, June, 233–282
Explanatory Variables for EFL Students' Expository Writing (Sasaki & Hirose), March, 137–174
Exploring New Applications of the Keyword Method to Acquire English Vocabulary (Avila & Sadoski), September, 379–395

Factors Affecting Composition Evaluation in an EFL Context: Cultural Rhetorical Pattern and Readers' Background (Kobayashi & Rinnert), September, 397–437

Garden Path Sentences and Error Data in Second Language Processing (Juffs & Harrington), June, 283–326
Genesee, Fred, September, 439–464
German Language and the Real World, The: Sociolinguistic, Cultural, and Pragmatic Perspectives on Contemporary German (Reviewed by Moehle-Vieregge), March, 175–182
Gu, Yongqi, December, 643–679

Hardison, Debra M., March, 3–73
Harrington, Michael, June, 283–326
Hedgcock, John, December, 567–611
Hirose, Keiko, March, 137–174
Hodben, Donald, March, 101–135

Johnson, Robert Keith, December, 643–679
Juffs, Alan, June, 283–326
Kim, Eunyi, September, 465–496

Kobayashi, Hiroe, September, 397–437

Lantolf, James P., December, 713–749
Lawson, Michael J., March, 101–135
Lin, Yue-Hong, December, 567–611
Longitudinal Study of Pragmatic Differentiation in Young Bilingual Children, A (Nicoladis & Genesee), September, 439–464

Major, Roy C., September, 465–496
Moehle-Vieregge, Linda, March, 175–182
Monitoring and Assessing a Japanese FLES Program: Ambiance and Achievement (Donato, Antonek, & Tucker), September, 497–528
Multiple Constraints on Processing Ambiguous Sentences: Evidence From Adult L2 Learners (Ying), December, 681–711

Negative Feedback Incorporation Among High-Proficiency and Low-Proficiency Chinese-Speaking Learners of Spanish (Lin & Hedgcock), December, 567–611
Nicoladis, Elena, September, 439–464

Personality Types and Language Learning in an EFL Context (Carrell, Prince, & Astika), March, 75–99
Prince, Moneta S, March, 75–99
Psycholinguistics of the Output Hypothesis, The (de Bot), September, 529–555

Rinnert, Carol, September, 397–437

Sadoski, Mark, September, 379–395
Sasaki, Miyuki, March, 137–174
Similarity Differential Rate Hypothesis, The (Major & Kim), September, 465–496
SLA Theory Building: "Letting All the Flowers Bloom!" (Lantolf), December, 713–749
Sokalski, Karl J., December, 613–642
Spacial Components in the Use of Count Nouns Among English Speakers and Japanese Speakers of English as a Second Language (Akiyama & Williams), June, 217–231
Stevenson, Patrick, March, 175–182

Truscott, John, June, 327–369
Tucker, G. Richard, September, 497–528

Vivas, Eleonora, June, 189–216
Vocabulary Learning Strategies and Language Learning Outcomes (Gu & Johnson), December, 643–679
Vocabulary-Learning Strategies of Foreign-Language Students, The (Lawson & Hodben), March, 101–135

Williams, Nancy, June, 217–231

Ying, H. G., December, 681–711

Subject Index of Articles

Analytic Perspectives

Educational Perspectives
Assessment—*Effect of Language Background on "Foreign" Language Test Performance, The: The Case of Chinese, Italian, and Modern Greek* (Elder), June, 233–282; *Factors Affecting Composition Evaluation in an EFL Context: Cultural Rhetorical Pattern and Readers' Background* (Kobayashi & Rinnert), September, 397–437;*Monitoring and Assessing a Japanese FLES Program: Ambiance and Achievement* (Donato, Antonek, & Tucker), September, 497–528
Curriculum Design—*Effects of Story Reading on Language* (Vivas), June, 189–216; *Monitoring and Assessing a Japanese FLES Program: Ambiance and Achievement* (Donato, Antonek, & Tucker), September, 497–528

Instruction—*Bimodal Speech Perception by Native and Nonnative Speakers of English: Factors Influencing the McGurk Effect* (Hardison), March, 3–73; *Case Against Grammar Correction in L2 Writing Classes, The* (Truscott), June, 327–369; *Differential Role of Comprehension and Production Practice, The* (DeKeyser & Sokalski), December, 613–642; *Effects of Story Reading on Language* (Vivas), June, 189–216; *Explanatory Variables for EFL Students' Expository Writing* (Sasaki & Hirose), March, 137–174; *Exploring New Applications of the Keyword Method to Acquire English Vocabulary* (Avila & Sadoski), September, 379–395; *Vocabulary Learning Strategies and Language Learning Outcomes* (Gu & Johnson), December, 643–679; *Vocabulary-Learning Strategies of Foreign-Language Students, The* (Lawson & Hodben), March, 101–135

Linguistic Perspectives

Discourse—*Effect of Language Background on "Foreign" Language Test Performance, The: The Case of Chinese, Italian, and Modern Greek* (Elder), June, 233–282; *Factors Affecting Composition Evaluation in an EFL Context: Cultural Rhetorical Pattern and Readers' Background* (Kobayashi & Rinnert), September, 397–437; *Garden Path Sentences and Error Data in Second Language Processing* (Juffs & Harrington), June, 283–326; *Longitudinal Study of Pragmatic Differentiation in Young Bilingual Children, A* (Nicoladis & Genesee), September, 439–464; *Monitoring and Assessing a Japanese FLES Program: Ambiance and Achievement* (Donato, Antonek, & Tucker), September, 497–528

Lexis—*English Vocabulary* (Avila & Sadoski), September, 379–395; *Japanese Speakers of English as a Second Language* (Akiyama & Williams), June, 217–231; *Monitoring and Assessing a Japanese FLES Program: Ambiance and Achievement* (Donato, Antonek, & Tucker), September, 497–528; *Multiple Constraints on Processing Ambiguous Sentences: Evidence From Adult L2 Learners* (Ying), December, 681–711; *Personality Types and Language Learning in an EFL Context* (Carrell, Prince, & Astika), March, 75–99; *Psycholinguistics of the Output Hypothesis, The* (de Bot), September, 529–555; *Vocabulary Learning Strategies and Language Learning Outcomes* (Gu & Johnson), December,

643–679; *Vocabulary-Learning Strategies of Foreign-Language Students, The* (Lawson & Hodben), March, 101–135

Phonology—*Bimodal Speech Perception by Native and Nonnative Speakers of English: Factors Influencing the McGurk Effect* (Hardison), March, 3–73; *Multiple Constraints on Processing Ambiguous Sentences: Evidence From Adult L2 Learners* (Ying), December, 681–711; *Similarity Differential Rate Hypothesis, The* (Major & Kim), September, 465–496

Pragmatics—*Longitudinal Study of Pragmatic Differentiation in Young Bilingual Children, A* (Nicoladis & Genesee), September, 439–464

Syntax and Morphology—*Case Against Grammar Correction in L2 Writing Classes, The* (Truscott), June, 327–369; *Differential Role of Comprehension and Production Practice,* The (DeKeyser & Sokalski), December, 613–642; *Effects of Story Reading on Language* (Vivas), June, 189–216; *Garden Path Sentences and Error Data in Second Language Processing* (Juffs & Harrington), June, 283–326; *Japanese Speakers of English as a Second Language* (Akiyama & Williams), June, 217–231; *Multiple Constraints on Processing Ambiguous Sentences: Evidence From Adult L2 Learners* (Ying), December, 681–711; *Negative Feedback Incorporation Among High-Proficiency and Low-Proficiency Chinese-Speaking Learners of Spanish* (Lin & Hedgcock), December, 567–611; *Personality Types and Language Learning in an EFL Context* (Carrell, Prince, & Astika), March, 75–99

Psychological Perspectives

Cognitive Factors and Processes—*Bimodal Speech Perception by Native and Nonnative Speakers of English: Factors Influencing the McGurk Effect* (Hardison), March, 3–73; *Differential Role of Comprehension and Production Practice,* The (DeKeyser & Sokalski), December, 613–642; *Explanatory Variables for EFL Students' Expository Writing* (Sasaki & Hirose), March, 137–174; *Garden Path Sentences and Error Data in Second Language Processing* (Juffs & Harrington), June, 283–326; *Japanese Speakers of English as a Second Language* (Akiyama & Williams), June, 217–231; *Negative Feedback Incorporation Among High-Proficiency and Low-Proficiency Chinese-Speaking Learners of Spanish* (Lin & Hedgcock), December, 567–611; *Multiple Constraints on Pro-*

cessing Ambiguous Sentences: Evidence From Adult L2 Learners (Ying), December, 681–711; *Psycholinguistics of the Output Hypothesis, The* (de Bot), September, 529–555

Affective Factors and Processes—*Personality Types and Language Learning in an EFL Context* (Carrell, Prince, & Astika), March, 75–99

Sociolinguistic and Cultural Perspectives

Effect of Language Background on "Foreign" Language Test Performance, The: The Case of Chinese, Italian, and Modern Greek (Elder), June, 233–282; *Japanese Speakers of English as a Second Language* (Akiyama & Williams), June, 217–231; *Negative Feedback Incorporation Among High-Proficiency and Low-Proficiency Chinese-Speaking Learners of Spanish* (Lin & Hedgcock), December, 567–611; *SLA Theory Building: "Letting All the Flowers Bloom!"* (Lantolf), December, 713–749

Language Modalities

Listening Comprehension—*Bimodal Speech Perception by Native and Nonnative Speakers of English: Factors Influencing the McGurk Effect* (Hardison), March, 3–73; *Effect of Language Background on "Foreign" Language Test Performance, The: The Case of Chinese, Italian, and Modern Greek* (Elder), June, 233–282; *Multiple Constraints on Processing Ambiguous Sentences: Evidence From Adult L2 Learners* (Ying), December, 681–711

Reading Comprehension—*Effect of Language Background on "Foreign" Language Test Performance, The: The Case of Chinese, Italian, and Modern Greek* (Elder), June, 233–282; *Effects of Story Reading on Language* (Vivas), June, 189–216; *Exploring New Applications of the Keyword Method to Acquire English Vocabulary* (Avila & Sadoski), September, 379–395; *Multiple Constraints on Processing Ambiguous Sentences: Evidence From Adult L2 Learners* (Ying), December, 681–711; *Personality Types and Language Learning in an EFL Context* (Carrell, Prince, & Astika), March, 75–99; *Vocabulary-Learning Strategies of Foreign-Language Students, The* (Lawson & Hodben), March, 101–135

Speech Production—*Differential Role of Comprehension and Production Practice*, The (DeKeyser & Sokalski), December, 613–642; *Effects of Story Reading on Language* (Vivas), June, 189–216; *Longitudinal Study of Pragmatic Differentiation in Young Bilingual Children, A* (Nicoladis & Genesee), September, 439–464; *Monitoring and Assessing a Japanese FLES Program: Ambiance and Achievement* (Donato, Antonek, & Tucker), September, 497–528; *Negative Feedback Incorporation Among High-Proficiency and Low-Proficiency Chinese-Speaking Learners of Spanish* (Lin & Hedgcock), December, 567–611; *Psycholinguistics of the Output Hypothesis, The* (de Bot), September, 529–555; *Similarity Differential Rate Hypothesis, The* (Major & Kim), September, 465–496

Translation—*Longitudinal Study of Pragmatic Differentiation in Young Bilingual Children, A* (Nicoladis & Genesee), September, 439–464

Writing—*Case Against Grammar Correction in L2 Writing Classes, The* (Truscott), June, 327–369; *Cultural Rhetorical Pattern and Readers' Background* (Kobayashi & Rinnert), September, 397–437; *Explanatory Variables for EFL Students' Expository Writing* (Sasaki & Hirose), March, 137–174; *Exploring New Applications of the Keyword Method to Acquire English Vocabulary* (Avila & Sadoski), September, 379–395; *Personality Types and Language Learning in an EFL Context* (Carrell, Prince, & Astika), March, 75–99

Languages

L1 as

Chinese—*Effect of Language Background on "Foreign" Language Test Performance, The: The Case of Chinese, Italian, and Modern Greek* (Elder), June, 233–282; *Garden Path Sentences and Error Data in Second Language Processing* (Juffs & Harrington), June, 283–326; *Multiple Constraints on Processing Ambiguous Sentences: Evidence From Adult L2 Learners* (Ying), December, 681–711; *Negative Feedback Incorporation Among High-Proficiency and Low-Proficiency Chinese-Speaking Learners of Spanish* (Lin & Hedgcock), December, 567–611; *Vocabulary Learning Strategies and Language Learning Outcomes* (Gu & Johnson), December, 643–679

English—*Japanese Speakers of English as a Second Language* (Akiyama & Williams), June, 217–231; *Effect of Language Background on "Foreign" Language Test Performance, The: The Case of Chinese, Italian, and Modern Greek* (Elder), June, 233–282; *Bimodal Speech Perception by Native and Nonnative Speakers of English: Factors Influencing the McGurk Effect* (Hardison), March, 3–73; *Similarity Differential Rate Hypothesis, The* (Major & Kim), September, 465–496; *Longitudinal Study of Pragmatic Differentiation in Young Bilingual Children, A* (Nicoladis & Genesee), September, 439–464; *Explanatory Variables for EFL Students' Expository Writing* (Sasaki & Hirose), March, 137–174

French—*Longitudinal Study of Pragmatic Differentiation in Young Bilingual Children, A* (Nicoladis & Genesee), September, 439–464

Greek—*Effect of Language Background on "Foreign" Language Test Performance, The: The Case of Chinese, Italian, and Modern Greek* (Elder), June, 233–282

Indonesian—*Multiple Constraints on Processing Ambiguous Sentences: Evidence From Adult L2 Learners* (Ying), December, 681–711; *Personality Types and Language Learning in an EFL Context* (Carrell, Prince, & Astika), March, 75–99

Italian—*Effect of Language Background on "Foreign" Language Test Performance, The: The Case of Chinese, Italian, and Modern Greek* (Elder), June, 233–282

Japanese—*Bimodal Speech Perception by Native and Nonnative Speakers of English: Factors Influencing the McGurk Effect* (Hardison), March, 3–73; *Explanatory Variables for EFL Students' Expository Writing* (Sasaki & Hirose), March, 137–174; *Factors Affecting Composition Evaluation in an EFL Context: Cultural Rhetorical Pattern and Readers' Background* (Kobayashi & Rinnert), September, 397–437; *Japanese Speakers of English as a Second Language* (Akiyama & Williams), June, 217–231; *Multiple Constraints on Processing Ambiguous Sentences: Evidence From Adult L2 Learners* (Ying), December, 681–711

Korean—*Bimodal Speech Perception by Native and Nonnative Speakers of English: Factors Influencing the McGurk Effect* (Hardison), March, 3–73; *Similarity Differential Rate Hypothesis, The* (Major & Kim), September, 465–496

Malay—*Bimodal Speech Perception by Native and Nonnative Speakers of English: Factors Influencing the McGurk Effect* (Hardison), March, 3–73

Spanish—*Bimodal Speech Perception by Native and Nonnative Speakers of English: Factors Influencing the McGurk Effect* (Hardison), March, 3–73; *Effects of Story Reading on Language* (Vivas), June, 189–216; *Exploring New Applications of the Keyword Method to Acquire English Vocabulary* (Avila & Sadoski), September, 379–395; *Multiple Constraints on Processing Ambiguous Sentences: Evidence From Adult L2 Learners* (Ying), December, 681–711

L2 as

Chinese—*Effect of Language Background on "Foreign" Language Test Performance, The: The Case of Chinese, Italian, and Modern Greek* (Elder), June, 233–282

English—*Bimodal Speech Perception by Native and Nonnative Speakers of English: Factors Influencing the McGurk Effect* (Hardison), March, 3–73; *Explanatory Variables for EFL Students' Expository Writing* (Sasaki & Hirose), March, 137–174; *Exploring New Applications of the Keyword Method to Acquire English Vocabulary* (Avila & Sadoski), September, 379–395; *Factors Affecting Composition Evaluation in an EFL Context: Cultural Rhetorical Pattern and Readers' Background* (Kobayashi & Rinnert), September, 397–437; *Garden Path Sentences and Error Data in Second Language Processing* (Juffs & Harrington), June, 283–326; *Japanese Speakers of English as a Second Language* (Akiyama & Williams), June, 217–231; *Monitoring and Assessing a Japanese FLES Program: Ambiance and Achievement* (Donato, Antonek, & Tucker), September, 497–528; *Multiple Constraints on Processing Ambiguous Sentences: Evidence From Adult L2 Learners* (Ying), December, 681–711; *Personality Types and Language Learning in an EFL Context* (Carrell, Prince, & Astika), March, 75–99; *Similarity Differential Rate Hypothesis, The* (Major & Kim), September, 465–496; *Vocabulary Learning Strategies and Language Learning Outcomes* (Gu & Johnson), December, 643–679

Greek—*Effect of Language Background on "Foreign" Language Test Performance, The: The Case of Chinese, Italian, and Modern Greek* (Elder), June, 233–282

Italian—*Effect of Language Background on "Foreign" Language Test Performance, The: The Case of Chinese, Italian, and Modern Greek* (Elder), June, 233–282; *Vocabulary-Learning Strategies of Foreign-Language Students, The* (Lawson & Hodben), March, 101–135

Japanese—*Monitoring and Assessing a Japanese FLES Program: Ambiance and Achievement* (Donato, Antonek, & Tucker), September, 497–528

Spanish—*Differential Role of Comprehension and Production Practice*, The (DeKeyser & Sokalski), December, 613–642; *Negative Feedback Incorporation Among High-Proficiency and Low-Proficiency Chinese-Speaking Learners of Spanish* (Lin & Hedgcock), December, 567–611

Subject index prepared by Rabia Redouane